

English 102: English Composition Spring 2009

Instructor:
Office:
Office Phone:
Office Hours:

Prerequisites

English 101 is a prerequisite for this course. If you have not successfully completed English 101, you may not enroll in English 102. Students should not enroll concurrently in English 101 and 102. Moreover, students should not enroll in 200+ level English courses until English 101 and 102 have been successfully completed. If you are a transfer student or have tested out of English 101, you are expected to demonstrate mastery of the skills taught in English 101. (See Catalogue for CLEP/ACT details.)

Course Description

This course is designed to accomplish the following objectives:

1. to develop further writing skills acquired in English 101;
2. to foster critical thinking;*
3. to facilitate understanding and application of the principles of rhetorical situation: audience, purpose, content;*
4. to emphasize the connection between reading and writing;*
5. to explore the ways that rhetorical modes and other writing strategies can be used in expository, argumentative, and persuasive writing;*
6. to introduce methods for researched writing;
7. to introduce the use of technology in research and writing;*
8. to practice writing in the disciplines.*

* General Education competencies/Board of Regents Competencies

Student Learner Outcomes

On completion of this course students will be able to do the following:

1. Demonstrate the ability to work independently on individual research projects.*
2. Write three 1000-word documented essays and one 2000-word documented essay (approximately 5000 words not including journals) during the course of the semester. Essays should demonstrate the elements of good academic writing and an understanding of the rhetorical principles of audience, purpose, and content.*
3. Keep a daily journal exploring a research topic.*
4. Critically read scholarly work and demonstrate comprehension of research materials.*
5. Demonstrate the ability to annotate, paraphrase, and summarize scholarly work.
6. Think critically.*
7. Analyze primary and secondary research.
8. Use traditional and contemporary research materials, including electronic documents.*
9. Incorporate primary and secondary research materials into an original essay.
10. Properly document research using MLA documentation style.

*Student learning outcomes which reflect General Education Competencies/Board of Regents Competencies

Assessments for Student Learner Outcomes

1. Oral in-class and Blackboard discussions of research project and plan. Submit printed copies of Blackboard discussion of research project and plan.
2. Three 1000-word researched essays.
3. One 2000-word researched essay.
4. Evidence of notetaking, paraphrasing, summarizing, and analyzing readings (using note and bibliography cards or specialized note-taking systems).
5. Final exam.
6. Matrix folder and final Matrix review.
7. Journals, exercises and participation.

Texts & Materials

McLeod-Porter, Delma and Shonell Bacon, eds. Bridging the Gap: Researching and Writing.¹ Sulphur, OK: Fountainhead Press, 2006.

Paul, Richard and Linda Elder. The Miniature Guide to Critical Thinking: Concepts & Tools. Dillon Beach, CA: The Foundation for Critical Thinking, 2008.

McLeod-Porter, Delma, ed. Write to Excellence Handbook. Sulphur, OK: Fountainhead Press, 2008.

Matrix folder (may be purchased in the Bookstore)

LiveText[®] Membership: participation in this course requires that you possess a membership in LiveText[®]. Memberships may be purchased through the bookstore and activated by going online at www.livetext.com. This membership belongs to you and may be used for other courses at McNeese and for your own educational needs. If you already have a LiveText[®] membership, you do not need to purchase another one.

The American Heritage College Dictionary.

Law/Summary Margin notepad.

An examination booklet

Two scantron forms

Course Requirements

1. Three researched essays, each 1000-word minimum length, demonstrating skill in using MLA documentation style.
2. One researched essay, 2000-word minimum length, demonstrating skill in using MLA documentation style.
3. Bibliography and note cards and other preliminary research materials, such as copies of sources, to demonstrate skill in note taking, paraphrasing, and summarizing must occasionally be turned in with essays. Only a portion of your research may come from Internet sources and these must be academically appropriate. Some instructors may require that all research come from print materials and/or library databases.
4. Students are expected to discuss research plans and projects orally during class and through Blackboard Discussion Board.
5. Final Exam. A final exam (500-750 words) will be written during the final exam time. Bluebooks (examination booklets) are required for the final. Twenty percent of the final exam grade will be derived from the departmental RLSA objective exam.
6. All readings should be completed as assigned. You will be expected to participate in class discussions. Keeping up with your reading and writing assignments is vital to your success in the course. You may be given daily quizzes on reading assignments; these may not be made up if you are absent from class.
7. Your instructor may require periodic conferences to discuss your individual writing concerns.

¹ Students are expected to complete exercises in the text. This text is a one-time use book and may not be resold.

8. You should expect to produce multiple drafts of all essays. Essays written outside of class and composed on word processor must demonstrate evidence of multiple drafts. Print out copies of first and second drafts and show revisions in longhand.
9. Much of your writing and research will be done in class.

Course Policies

1. **Participation.** Reading and discussing readings are an integral part of any writing course. Be prepared to discuss your readings, your topics, and the progress of your research. It is important that each student be able to respond orally regarding his/her work early in the writing process. Your instructor may incorporate peer review sessions as a part of the writing process. Everyone is expected to participate orally in class and respond extensively to classmates' papers during peer-reviews.
2. **Attendance.** You are expected to attend class. Roll is taken at every class meeting and excessive absences may affect your course grade. Be sure to document your University-approved absences. If you are ill and cannot attend class, visit the infirmary and ask for a return-to-class form. Personal physician forms are also accepted. For other University-excused absences, see your catalogue. Students participating in University-related activities (athletics, drama, debate, etc) **MUST** provide official written documentation for their absences **in advance** of their absence. **Daily work (quizzes, writing exercises, and the like) CANNOT be made up.** Students are advised that faculty are required to turn in attendance records to the Office of Financial Aid each semester. Consistently missing class may affect eligibility for financial aid. See MSU Attendance Policy (<http://www.mcneese.edu/policy/attendance.php>). The Department of English and Foreign Languages follows this policy. Students missing more than the allowable number of class meetings may expect to receive a WN for the course regardless of essay grades.
3. **Late work.** Ample notice is given for major assignments. If you are absent on due dates and your absence is University-approved, your work is due **on the day you return to class**. Make-up work should be turned in within one week after a documented absence. Should your absence not be approved, your instructor is not required to accept your work. **Work not turned in will be averaged in as a zero.**
4. All major writing assignments **must** be submitted by deadlines established by your instructor in order for you to pass the course, regardless of your course grade average. **NO work other than the final exam may be turned in after the last official day of class.**
5. A NOTE ON CONDUCT IN CLASS: **This is a college classroom. Discipline should NEVER be an issue.** You are expected to behave in a manner consistent with that environment. Activities are to be limited to those directly related to the task at hand. Talking, interrupting others or any disruptions that impede your instructor's ability to deliver instruction will not be tolerated. If you cannot abide by these constraints, you should drop this course. Students who disrupt class or who interfere with the instructor's ability to deliver instruction will be referred to the Dean of Students for disciplinary action. Repeated disruption will result in student's being dropped from the course
Note: Hate speech or offensive remarks absolutely will not be tolerated. Students' whose conduct is inappropriate or objectionable will be asked to leave and their conduct will be reported to the Dean of Students.
Note: Cell phones have become a serious intrusion in the classroom. Students **MUST** turn off ringer during class. Students whose cell phones ring during class may be asked to leave class. Any student who expects an "emergency" call may secure instructor's permission **BEFORE** class to leave cell phone turned on.
Note: Students may not play CD players, MP3 players, or other similar devices during class. Students who violate this policy will be referred to the Dean of Students.

Plagiarism and Scholastic Dishonesty

1. Deliberately using another's published work without proper attribution is considered plagiarism.
2. Turning in another student's work or having excessive help with any assignment is considered scholastic dishonesty.
3. While tutors may point out areas of weakness, at no time should any tutor correct errors for students.
4. Students should not permit other instructors or former teachers to correct their work. Not only is this scholastic dishonesty on the part of the student, but it is also an unethical practice on the part of the instructor or teacher.
5. Students are expected to complete their own assignments. Neither plagiarism nor scholastic dishonesty will be tolerated. **Students committing either offense will be given a zero on the assignment with no opportunity to rewrite.** In some cases, plagiarism may result in the student's receiving an F in the course. Instructors will provide additional information about plagiarism; students will be required to sign the Policy on Plagiarism form early in the semester. The Department of English and Foreign Languages enforces the University Academic Integrity Policy. Students found plagiarizing or otherwise committing scholastic dishonesty will be referred to the Academic Integrity Committee for disciplinary action.

Policy on Plagiarism Form

All English 090/101/102 students must sign and turn in to their instructor the McNeese State University's *Policy on Plagiarism* at the start of the semester. Your instructor will provide this policy to you; it may also be accessed in extended form within the McNeese State University Academic Integrity Policy statement at: <http://www.mcneese.edu/integrity/>.

Services for Students with Disabilities

Any student with a disability is encouraged to contact the Office of Services for Students with Disabilities in Drew Hall, Room 200, (337) 475-5916 or (337) 475-5722. It is each student's responsibility to register with the Office of Services for Students with Disabilities when requesting any reasonable accommodation. Students should visit the MSU web page at www.mcneese.edu/administration/vpsse/swd/ for information about policies and procedures regarding students with disabilities. A student with a disability is responsible for locating the emergency exits and the areas of refuge in a classroom building. The student is then encouraged to develop an evacuation plan and discuss the plan with the instructor.

Students should visit the MSU web page at <http://www.mcneese.edu/policy/diversity.php> for information about diversity awareness and sexual harassment policies and procedures. Students who feel that they have been subjected to discriminatory or harassing behavior should report incidents immediately to university personnel.

Write to Excellence Center (WTEC)

Students are encouraged to visit the **Write to Excellence Center in Drew Hall 234**. The WTEC provides writing support for students enrolled in any course at the University. Students may seek assistance from trained tutors at any point in the writing process. Students are asked to bring two copies of their assignments and two copies of their work in progress. The WTE Center will maintain a writing portfolio for all students who visit the WTE Center. Appointments can be made at <http://www.rich36/mcneese>.

Formula for Course Grade

Average of Essays 1-3 and Journals/Participation → 60% ♦ Essay 4 → 20% ♦ Final Exam → 20%

Grade Distribution

90-100 → A ♦ 80-89 → B ♦ 70-79 → C ♦ 60-69 → D ♦ 59 and below → F

Description of Grades ²	
A	Rich content ♦ Appropriate, thought-provoking ideas presented in an interesting manner ♦ Marked by an absence of mechanical and grammatical errors ♦ Marked by stylistic finesse ♦ Title and opening paragraph engaging ♦ Transitions artful ♦ Conclusion provides a definite sense of closure ♦ Phrasing is tight, fresh, and highly specific ♦ Sentence structure varied ♦ Tone enhances purpose of the paper ♦ Leaves the reader feeling bright, thoroughly satisfied, and eager to reread the piece.
B	Solid, substantial content ♦ Relatively free of mechanical errors ♦ Points logically ordered, well-developed, and unified ♦ Clear organizing principle apparent early in the paper ♦ Opening paragraph draws the reader in ♦ Closing paragraph conclusive and thematically-related to the opening ♦ Transitions smooth ♦ Sentence structures varied ♦ Diction precise ♦ Gives reader a pleasurable reading experience with few distractions.
C	♦ Generally competent ♦ Meets the assignment ♦ Few mechanical errors ♦ Reasonably well-organized and developed ♦ Information thin and commonplace ♦ Ideas vague generalities ♦ Opening paragraph unengaging ♦ Conclusion perfunctory ♦ Transitions ineffective ♦ Sentences choppy and predictable ♦ Diction repetitious, redundant, imprecise ♦ Overall essay unimaginative ♦ Does not invite rereading.
D	♦ Development rudimentary ♦ Organization unclear, ineffective ♦ Sentences awkward, ambiguous ♦ Frequent and significant mechanical errors ♦ Proofreading nonexistent ♦ Gives the impression of having been written in haste.
F	♦ Subject superficially addressed ♦ Organization nonexistent ♦ Sentences garbled, unclear ♦ Mechanical errors are frequent ♦ Unacceptable for college writing. The grade of F may also be assigned to papers that are excellent in content, but flawed with too many grammatical/mechanical errors. Likewise, an essay that has few grammatical or mechanical errors, but is poorly organized, poorly developed, or lack unity and coherence will receive a grade of F. Plagiarized papers, whether partially or wholly copied from another writer or printed source, will be given an F.

Grading Policies

Students are responsible for identifying grammar errors on papers and advised to see their instructors or tutors in the writing center for assistance with grammar. Students are expected to learn how to identify and correct grammar errors prior to turning in essays for a grade. Patterns of errors identified on Matrix analysis should be remedied by consulting a handbook or visiting the WTEC in 234 Drew Hall.

Course Plan³

²Description of grades contributed by Dr. Stella Nesanovich

Note: All English 102 students must complete the Library Tour and follow-up assignments as scheduled by instructors.

Note: Students are expected to familiarize themselves with proper MLA documentation. If you find sources that are not addressed in the handbook, check the MSU Library home page or visit your instructor's office hours for help.

Week 1	Diagnostic Writing Assignment ♦ RLSA objective test ♦ Introduction and orientation to the course, syllabus and texts.
Week 2	Review of rhetorical modes addressed in English 101 ♦ <u>Bridges</u> , Chapter 3. Complete Exercises 4 and 5. ♦ Discussion of themes ♦ <u>Bridges</u> : Preface and Introduction. Complete Exercises 1 and 2: "Where Have I Been?" Write reflection journal on responses to Exercise 1 ♦ Review rules regarding plagiarism and Policy on Plagiarism.
Week 3	Discussion of <u>The Miniature Guide to Critical Thinking</u> ♦ The critical thinking concepts outlined in <u>The Miniature Guide</u> will be referred to throughout the semester ♦ <u>Bridges</u> Chapters 1 and 2. Complete Exercise 3 ♦ Instruction and practice on note-taking, paraphrasing, summarizing. ♦ Prepare a research prospectus outlining your research plan for all four essays; your instructor must approve your prospectus before you may begin writing your essays. Any later deviations from the prospectus must also receive instructor approval before you begin the essay writing process.
Week 4	Library tour ♦ Begin planning and prewriting Essay #1 based on your early research ♦ Remember that English 102 essays are based on connecting your research with your writing. Personal essays are not appropriate. Avoid use of 1 st or 2 nd person pronouns. ♦ Read and discuss Chapters 4-7 ♦ Complete exercises as assigned.
Week 5	Essay #1 is an informative essay based on the theme selected for your class. Be sure to consult the appropriate "theme" chapter carefully for guidelines essential in developing your research project. Remember that proper use of sources is critical in researched writing. ♦ Peer Review ♦ Essay #1 is due no later than the end of Week 5. Do not forget that your library tour worksheet is due with essay #1; without this worksheet, your essay will automatically lose 10% of the grade. ♦ Begin to discuss submitting LiveText assignments.
Week 6	Begin planning and prewriting Essay #2 based on theme. ♦ Read prompt in theme chapter carefully. ♦ Individual instructors may assign additional readings ♦ Personal essays are not appropriate. ♦ Prepare to discuss your research project and plan in class and on Blackboard Discussion Board.
Week 7	Draft and revise Essay #2. ♦ Remember requirements relating to multiple drafts.
Week 8	Prepare final copy, peer review, and revise Essay #2. ♦ Remember requirements for multiple drafts. ♦ Copies of sources used for Essay #2 should be turned in with the essay. ♦ Submit in matrix folder.
Week 9	Draft Essay #3. ♦ Remember requirements for multiple drafts. ♦ Carefully review prompt in theme chapter. ♦ Submit in matrix folder. ♦ Prepare to discuss your research project and plan in class and on Blackboard Discussion Board.
Week 10	Peer review and revise Essay #3. ♦ Remember requirements relating to multiple drafts. ♦ Submit in matrix folder.
Week 11	Draft Essay #4. ♦ Essay #4 will grow logically from previous essays and research. Some sections may be cut and pasted from earlier essays into Essay #4; however, the purpose of this essay is broader than the purpose of Essays 1-3 and passages must work together as a whole for Essay #4. Additional research, careful arrangement and transitions will be essential.
Week 12	Peer review and revise Essay #4. ♦ Copies of sources used for Essay #4 should be turned in with the essay. ♦ Remember requirements relating to multiple drafts. ♦ Submit in matrix folder.
Week 13	Matrix Review. ♦ Prepare for final exam
Week 14	Matrix Review. ♦ Prepare for final exam (this includes turning in a blank examination booklet to your instructor).
Week 15	RLSA objective test (scantron and #2 pencil required)
Week 16	Final Exam. ⁴

³ Students should be advised that instructors may alter the general plan to accommodate more time for discussion of areas students need assistance with; however, all English 102 courses require four essays totaling 5000 researched words during the semester.

⁴ Students are advised that department policy requires that graded student essays and related materials be filed for one semester following the end of the course. Students may request release of files from the Director of Freshman-Sophomore English after this time. Because of this policy, final grades will be assigned only when students have turned in the Matrix Folder with all graded essays, prewriting, drafts, and rubrics to their instructors and submitted all required work to LiveText.

ENG. 102 ANALYTICAL RUBRIC			Comments
Name:			
Title of Essay:			
Content – sources support original assertion	Points Available	Points Earned	
➤ Thesis / Topic Sentences	15		
➤ Sufficient development.	15		
• Paragraphs are well developed with examples, details, and illustrations.			
• Introduction is engaging.			
• Conclusion provides a sense of closure.			
Total:	30 points		
Organization - sources integrated into paragraphs logically	Points Available	Points Earned	
➤ Introduction	5		
➤ Conclusion			
➤ Body paragraphs logically support thesis	10		
➤ Topic sentences			
➤ Transition paragraphs logically developed	5		
Total:	20 points		
Expression	Points Available	Points Earned	
➤ Sentence boundaries are correct	10		
• Fragment			
• Run-on/Fused Sentence			
• Comma Splice			
• Parallelism			
➤ Sentences clear; sentence structure varied	5		
Total:	15 points		
Use of Sources	Points Available	Points Earned	
➤ Quotations, paraphrases, and summaries are documented, using MLA format.	5		
➤ All quotations are properly introduced with tag lines.	5		
➤ Textual material supports writer's claims, rather than incorporated independently of original text.	5		
➤ Works Cited page correctly prepared.	10		
Total:	25 points		
Mechanics & Grammar	Points Available	Points Earned	
➤ Spelling/Capitalization	5		
➤ S/V – N/P agreement	5		
➤ Punctuation			
Total:	10 points		
Essay Grade:			
Total Points:			

